



НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
КОРАБЛЕБУДУВАННЯ  
ІМЕНІ АДМІРАЛА МАКАРОВА

**В.Г. Фатєєва**  
**Т.В. Кисельова**

**Методичні рекомендації з практичної граматики  
англійської мови для слухачів підготовчих курсів  
(II частина)**

*Рекомендовано Методичною радою НУК*



Миколаїв 2021

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Ф 27

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Методичні рекомендації містять базову граматичну систему англійської мови, засвоєння якої передбачено програмою зовнішнього незалежного оцінювання. У методичних рекомендаціях приведені необхідні теоретичні відомості, наведені приклади з базової граматики англійської мови, надані систематизовані завдання, спрямовані на закріплення знань граматичного матеріалу. Комплекс вправ створює сприятливі умови для ефективного засвоєння змісту методичних рекомендацій під час аудиторних занять та самостійної роботи.

Методичні рекомендації укладено за робочою навчальною програмою підготовчих курсів НУК з дисципліни «Англійська мова» і призначено для слухачів підготовчих курсів Центру довузівської підготовки НУК усіх форм навчання.

Стане у нагоді вчителям англійської мови у школах профільного рівня та під час підготовки до ДПА і ЗНО.

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## **ПЕРЕДМОВА**

Підготовка до складання зовнішнього незалежного оцінювання якості освіти (ЗНО) з англійської мови вимагає особливої форми повторення матеріалу.

Методичні рекомендації з практичної граматики англійської мови укладено відповідно до програми зовнішнього незалежного оцінювання з англійської мови і спрямовано на реалізацію цілей та завдань, визначених чинною програмою. Методичні рекомендації мають допомогти слухачам підготовчих курсів закріпити та поглибити знання з граматики англійської мови.

Мета методичних рекомендацій – надати ефективну допомогу майбутнім вступникам в удосконаленні й систематизації знань з граматики англійської мови, необхідних для успішного складання зовнішнього незалежного оцінювання та достатніх для подальшого оволодіння освітніми галузями знань.

Методичні рекомендації націлюють на узагальнюючий характер повторення програмного матеріалу; допомагають перевірити і закріпити набуті знання з граматики англійської мови; активізують розумові зусилля щодо засвоєння та закріплення матеріалу.

# Contents

## Unit 1. The Infinitive and –ing forms

1.1. Verbs followed by –ing form or to-infinitive .....	7
1.2. Verbs followed by object + (to-)infinitive .....	11
1.3. Infinitive of purpose, <i>in order to</i> , <i>for</i> + <i>-ing</i> form.....	11
1.4. Expressions with –ing forms .....	12

## Unit 2. Relative clauses

2.1. Defining relative clauses .....	16
2.2. Non-defining relative clauses .....	17
2.3. Other ways of identifying people and things.....	17

## Unit 3. Linking words and structures

3.1. Adding and listing .....	22
3.2. Contrast.....	23
3.3. Reason, cause, purpose and result.....	244
3.4. Manner: as if, as though, like.....	24
3.5. Common linking expressions in speech.....	255

## Unit 4. Prepositions

4.1. Prepositions of place and movement .....	30
4.2. Prepositions of time.....	31
4.3. Prepositional phrases .....	33

## Unit 5. Word formation

5.1. Compound adjectives .....	38
5.2. Forming adjectives .....	38
5.3. Forming nouns .....	39

## Unit 6. Words that go together

6.1. Adjective/Noun + preposition.....	42
6.2. Verb + preposition.....	42
6.3. Phrasal verbs .....	43
6.4. Phrasal-prepositional verbs.....	43

## **Unit 7. Pronouns**

7.1. Reflexive pronouns.....	499
7.2. (Of/on) my own, by myself .....	50
7.3. Something, anything, etc. ....	50
7.4. One, ones, another, other .....	511

## **Unit 8. Appendices**

8.1. List of irregular verbs .....	55
8.2. Verb forms .....	59
<b>References</b> .....	62

# Unit 1

## The Infinitive and –ing forms

### 1.1. Verbs followed by –ing form or to-infinitive

Some verbs are followed by an –ing form: *I enjoy watching films. I miss seeing my friends every day.*

Some verbs are followed by a to-infinitive: *They promised to meet us. I want to go home.*

Some verbs are followed by either a to-infinitive or an –ing form with no change in meaning: *It began to rain/raining. She continued to talk/talking. He started to laugh/laughing.*

Sometimes there is a difference between like + -ing and like + to-infinitive. Compare: *I like swimming.* (= I enjoy it.) *I like to keep my room tidy.* (= I don't enjoy tidying it, but I prefer to do it.)

*Would like, would prefer* and *would love* are followed by a to-infinitive, not an -ing form: *I'd like to talk to you.* (Not ~~*I'd like talking to you.*~~)

To make an –ing form or infinitive negative, we put *not* in front of it: *We decided not to go with them. I hate not having enough time to visit my cousins.*

Some verbs can be followed by an -ing form or a to-infinitive with a change in meaning. We usually use an –ing form to talk about an action that is completed or in progress, and a to-infinitive to express an intention to do something.

Compare: *He stopped talking to his friend. He stopped to talk to a friend.* (= He was talking and then he stopped.) (= He stopped in order to talk.)

*Try taking more exercise.*                      *Try to take more exercise.*  
(= Take more exercise and see if it helps.)    (= Make an attempt to take more exercise.)

*I remember telling Georgia.      I must remember to tell Georgia.*

(= I told him and I can remember it.) (= I must remember and then tell him.)

*I won't forget seeing that film.      I forgot to phone my aunt.*

(= I saw it and I won't forget it.) (= I forgot, so I didn't phone her.)

**1. Complete the sentences. Use the correct form of the verbs in brackets. There may be more than one possible answer:**

- 0) I miss.....**living** .....in the country. (**live**)
- 1) I can't help.....about our old house. (**think**)
- 2) I hate.....able to see my old friends. (**not be**)
- 3) My parents decided.....here a month ago. (**move**)
- 4) They intend.....here for a few years. (**work**)
- 5) I've given up.....my bike because there's too much traffic. (**ride**)
- 6) I've started.....friends, so I feel happier. (**make**)
- 7) ) My new friends have promised.....me to get used to the city. (**help**)
- 8) I managed.....lost on my last trip to the centre. (**not get**)
- 9) One of my friends has offered.....me to a fabulous cafe. (**take**)
- 10) I can't imagine.....here all my life, but it's all right. (**stay**)

**2. Circle the correct answer:**

- 0) I'd like *being* / (**to be**) a chef.
- 1) I'd love *having* / *to have* my own restaurant.
- 2) I really like *cooking* / *to cook*. It's my favourite activity.
- 3) But I don't feel like cooking tonight. I'd prefer *eating* / *to eat* out.
- 4) I don't enjoy cleaning the kitchen, but I hate mess, so I like *leaving* / *to leave* it clean and tidy.
- 5) My mother likes *planning* / *to plan* a meal in advance, but I prefer to plan it on the same day.



**3. Complete the texts. Use the correct form of the verbs in brackets. There may be more than one possible answer:**

I'd like (0).....**to get**.... (get) a job in computing. There are all kinds of computer courses that you can do. Some are very expensive and I can't afford (1) ..... (do) those, but I've managed (2) ..... (save) enough money for a cheaper one.

I can't stand (3) ..... (sit) at a desk and I enjoy (4) ..... (be) outside, so I need a job that's quite physical. Maybe a builder. I hope (5) ..... (become) a singer. I'd love (6) ..... (sing) in front of a big audience. I sometimes write songs too. I started (7) ..... (write) them when I was fourteen. I also play the guitar, but I've never considered (8) ..... (play) it professionally.

**4. Circle the correct answer:**

- 0) We drove for two hours and then stopped *having* / (**to have**) some lunch.
- 1) I try *arriving* / *to arrive* on time, but I'm often late for things.
- 2) He doesn't play rugby now. He stopped *playing* / *to play* a year ago.
- 3) If you make something that's too salty, try *adding* / *to add* some sugar to it.
- 4) We went for a walk when it stopped *raining* / *to rain*.
- 5) Could you turn down your radio? I'm trying *working* / *to work*.
- 6) She saw a beautiful sunset, so she stopped *taking* / *to take* a picture of it.

**5. Complete the conversation. Use the correct form of the verbs in brackets:**

A: I'm sorry, I forgot (0)..**to ask** ... (ask) you about your birthday. Did you have a good time?

B: Yes, thanks. I had a lesson at the snowboard centre with some friends.

A: I went there last year. I remember (1) ..... (fall) over a lot!

B: Me too! I forgot (2) ..... (move) my weight on the board

properly.

A: And you have to remember (3) ..... (look) up, not down at the board, don't you? B: Yes. There was a lot to learn! But I really enjoyed it.

A: So did I! I'll never forget (4) ..... (ride) down the slope at top speed!

B: Yes. I remember (5) ..... (feel) really excited! I'd love to do it again. I've got some good photos of us. I must remember (6) ..... (show) them to you next time.

A: Great! I'd love to see them.

**6. Complete the second sentence so that it means the same as the first, using the word in bold:**

- 0) I thought that talking to her would help, but it didn't. (**tried**)

I ...**tried talking** ..... to her, but it didn't help.

- 1) It's important for us to book our train tickets tomorrow. (**remember**)

We must ..... our train tickets tomorrow.

- 2) He didn't tell Jack about the party because he didn't remember. (**forgot**)

He ..... Jack about the party.

- 3) Do you still have piano lessons? (**stopped**)

Have you ..... piano lessons?

- 4) I'll always have the memory of scoring the winning goal in the final.

(**forget**)

I'll never ..... the winning goal in the final.

- 5) Why don't you click on that icon and see if that works? (**try**)

Why don't you ..... on that icon?

- 6) I cried on my first day at school and I'll never forget it. (**remember**)

I'll always ..... on my first day at school.

## 1.2. Verbs followed by object + (to-)infinitive

Some verbs can be followed by an object + *to*-infinitive: *She **wanted us to go** with her. They didn't **allow us to enter** the room.*

Some verbs must have an object before the *to*-infinitive: *He taught **me** to swim.* (Not *He taught to swim.*)

Other verbs can have an object, depending on the meaning of the sentence. Compare: *I'd like **to pay** for the tickets.* (= I'll pay.) *I'd like **you to pay** for the tickets.* (= You'll pay.)

We use object + infinitive without *to* after *make* and *let*: *She **made me pay** for the damage. Please **let me speak**.*

We can use object + *to*-infinitive or object + infinitive without *to* after *help*: *I **helped him (to) mend** the fence.*

## 1.3. Infinitive of purpose, *in order to*, *for* + *-ing* form

We use *(in order) to* + infinitive to say why we do something: *I went into town **(in order) to meet** some friends. She came round **(in order) to watch a DVD**.*

We use *for* + *-ing* form to talk about the purpose of something, or how we use it: *This knife is **for cutting** bread. You can use this soap **for washing** your hands.*

We can use *what .... for* to ask about the purpose of something, or to ask why someone does something: *'What's this bag **for**?' 'It's **for keeping** food cold.' 'What are you phoning him **for**?' 'To tell him about the film tonight.'*

We can also use *for* + noun to talk about the purpose of or reason for something: *This drawer is **for** your clothes. I sat down **for** a rest.*

## 1.4. Expressions with *-ing* forms

We can use *go + -ing* form to say that we spend time doing an activity, usually a sport: *We went swimming yesterday. I go jogging every morning.*

We also say: *We're going shopping. I want to go sightseeing.*

These expressions are followed by an *-ing* form:

- *I can't talk now. I'm busy cleaning the kitchen.*
- *I spent/wasted a lot of time/hours looking for information on the Internet.*
- *There's no point in complaining.* (= Complaining won't achieve anything.)
- *It's a waste of time cleaning your car.* (= You spend time cleaning your car, but it'll just get dirty again.)
- *It's no good/use asking me.* (= You won't get anything by asking me.)
- *It's not worth getting a taxi. Let's walk.* (= It's not necessary to get a taxi.)

**7. Complete the sentences. Use an object and the correct form of the verbs in the box:**

buy	come	give	miss	phone	play	visit
-----	------	------	------	-------	------	-------

0) Her illness caused ...*her to miss*....a lot of last term.

She didn't come to college for four or five weeks.

1) She's brilliant! Who taught ..... he guitar like that?

2) They forced ..... them the briefcase. I had no choice.

- 3) His parents didn't allow ..... a motorbike because they thought it was dangerous.
- 4) Tom's expecting my call. Remind ..... him before I go out.
- 5) Kirsty's invited ..... her while she's in Italy. Shall we go?
- 6) Try to persuade ..... with us. She's been working too hard lately.

**8. Complete the conversation. Use an object if necessary. If a sentence does not need an object, write – on the line:**

A: We've got our end-of-year exhibition next week. Would you like

1) ..... to come?

B: Yes! Thanks! I really want 2) ..... to see your pictures.

A: Thanks. I want 3) ..... to see them. I'd like 4) ..... to know what you think. And I'd like 5) ..... to meet my parents. They'll be there on the last night. I need 6) ..... to take the pictures home for me afterwards.

B: Are you nervous about it? Are you worried about people's reactions?

A: Not really. You can't please everyone. So, I expect 7) ..... to hear a few criticisms!

**9. Complete the second sentence so that it means the same as the first, using the word in bold. Use between two and five words:**

0) We couldn't take our bags into the museum. (**let**)

They ...*didn't let us take*...our bags into the museum.

1) They forced him to sign the document. (**made**)

They ..... the document.

2) I thought that she'd be angry with me, but she wasn't. (**expected**)

I ..... angry with me, but she wasn't.

3) Why do you allow her to borrow all your clothes? (**let**)

Why do you ..... all your clothes?

- 4) If you need advice from someone, ask one of your tutors. **(advise)**  
If you need ..... you, ask one of your tutors.
- 5) The heat caused everyone to feel tired. **(made)**  
The heat ..... tired.
- 6) Lisa never allows anyone to use her laptop. **(lets)**  
Lisa never ..... her laptop.
- 7) The manager sent them an invitation to meet him for a discussion.  
**(invited)**  
The manager ..... him for a discussion.
- 8) He said that I should take the DVD back. **(reminded)**  
He ..... the DVD back.

**10. Complete the sentences. Use to or for and the correct form of the verbs in brackets:**

- 0) I came here .....**to see**..... you. **(see)**
- 1) This is really good ..... stains from your clothes. **(remove)**
- 2) We had to run fast ..... the train. **(catch)**
- 3) This tool is..... small holes in wood. **(make)**
- 4) You need to rest for a few days ..... properly. **(recover)**
- 5) I want to buy today's paper ..... about the match. **(read)**
- 6) The blue cloth is ..... the floor. **(clean)**
- 7) He pretended to be rich ..... his friends.**(impress)**
- 8) Have you got any glue ..... china? **(mend)**

**11. Complete the sentences. Use go and the correct form of the verbs in the box:**

cycle	hike	sail	shop	sightsee	swim
-------	------	------	------	----------	------

- 1) The shops were great, so we ..... a few times.

- 2) We ..... in Rome and saw lots of famous places.
- 3) The beach was very close, so we ..... every day.
- 4) My friend and I .....with our new bikes last Saturday.
- 5) I ..... a couple of times on the lake near our hotel.
- 6) I was going to ..... in the mountains, but the weather was awful.

## Unit 2

### Relative clauses

#### 2.1. Defining relative clauses

We use defining relative clauses to give more information about a person, thing, place or time and make it clear which one we are talking about.

We use these relative pronouns:

- *who* or *that* for people: ***The people who/that** work here are very friendly.*
- *which* or *that* for things: ***The bus which/that** goes to Paris leaves from here.*
- *whose* for possession: ***The man whose car** was stolen was very upset.*
- *when* or *that* for a time: ***I remember the day when/that** I started school.*
- *where* for a place: ***That's the house where** she used to live.*
- *why* or *that* for a reason: ***He explained the reason why/that** he was so late.*

A relative pronoun can be the subject or object of a relative clause: ***The man that lives here** is very nice.* (**The man** lives here = subject) ***The man that I met** is very nice.* (I met **the man** = object)

We can leave out the relative pronoun when it is the object of the relative clause: ***The man I met** is very nice.*

When a verb is followed by a preposition, we usually put the preposition at the end of the relative clause: ***Is this the bag (that) you were looking for?***

We don't use *what* to introduce a relative clause: ~~***Here are the shoes what I bought.***~~



We don't use another pronoun (*he, she, it, etc.*) as well as a relative pronoun: *The people ~~who they work here~~ are very friendly.*

## 2.2. Non-defining relative clauses

A non-defining relative clause adds extra information and is not essential to identify the person, thing, etc. we are talking about. Compare: *The car **that** I've bought is a Honda.* (This identifies which car.) *My car, **which** is a Honda, is really great.* (This adds extra information.)

We use commas to separate a non-defining relative clause from the rest of the sentence: *My sister Anna, who is a teacher, lives in Madrid. I'd like to meet Jessica's sister, who works in television.*

We use *who* for people and *which* for things, but we don't use *that*: *My father, **who** is sixty, is going to retire soon.* (Not *My father, that is sixty*) *Their house, **which** has five bedrooms, is lovely.* (Not *Their house, that has five bedrooms*)

We use *where* for places, *when* for time and *whose* for possession: *Edinburgh, **where** I live, is a very lively city. We went there in July, **when** it was very hot. Mr. Hall, **whose** son was ill last year, has raised £5,000 for the hospital.*

We can't leave out the relative pronoun in non-defining relative clauses: *Paul, **who** is French, helped me translate the letter.* (Not *Paul, is French, helped me*)

## 2.3. Other ways of identifying people and things

Instead of using full relative clauses, we can add information about a person, thing, etc. using:

– a prepositional phrase: *The books (~~that are~~) on the table are mine. My brother is the one with (= ~~who has~~) red hair. She was talking to a man in (= ~~who was wearing~~) a dark suit.*

– an-ing clause. These have an active meaning: *The man (who is) sitting over there is my uncle. I saw a woman (~~who was~~) wearing a fur coat.*

– a past participle clause. These have a passive meaning: *The food (~~which is~~) sold in this shop is all produced locally. The buildings (~~which were~~) destroyed by the earthquake will be rebuilt.*

– a to-infinitive clause: *Which is the best place to (= ~~where we can~~) go?*

### **1. Circle the correct answer:**

- 0) Do you remember the girl who / which / what won the last series of *Pop Idol*?
- 1) The programme *who* / that / what makes me laugh the most is *The Simpsons*.
- 2) My friend lives near the street *that* / whose / where they filmed *Notting Hill*.
- 3) Who's the actress *who* / which / whose husband is a famous director?
- 4) She explained the reason *who* / which / why she didn't act any more.
- 5) I'll never forget the time *which* / where / when I saw Jude Law in the street!
- 6) The film *who* / that / what we saw on Friday wasn't very good.
- 7) What's the name of the actor *that* / whose / what plays King Lear?
- 8) I've still got that DVD *who* / which / what you lent me.
- 9) That was the year *which* / when / what she appeared in her first film.
- 10) Is that the boy *who* / that / whose father is a film critic?

**2. Complete the sentences. Use a relative pronoun if necessary. If a relative pronoun is not necessary, write - on the line:**

- 0) The jeans \_\_\_\_\_ - \_\_\_\_\_ I bought last week are really comfortable.
- 1) I've been reading the book \_\_\_\_\_ you gave me.
- 2) A woman \_\_\_\_\_ lives in our building has got a very noisy dog.
- 3) The girl \_\_\_\_\_ I mentioned to you is sitting by the window.
- 4) What was that nice song \_\_\_\_\_ you were singing?
- 5) The man \_\_\_\_\_ was sitting next to me on the bus looked like your brother.
- 6) This video game is about a city \_\_\_\_\_ is in danger.

**3. Join the sentences. Use relative clauses. Leave out the relative pronouns:**

- 1) Here's the bus. We've been waiting for it.
- 2) I've got an idea. I want to talk to you about it.
- 3) Did you want to buy that shirt? You were looking at it.
- 4) Who was the woman? Jack was speaking to her.
- 5) I can't remember the name of the company. Sarah works for them.
- 6) Which is the shop? You want to go to it.
- 7) She's got a younger brother. She complains about him.
- 8) Have you got a friend? Can you depend on them?
- 9) I like the street. We live in it.

**4. Circle the extra word in these sentences:**

- 0) The person who she told me about the festival was my friend Becky.
- 1) The tickets what we got were quite cheap.
- 2) There were people there who they had come from Spain, Finland, Germany – lots of countries.
- 3) I liked the band which it came on first.
- 4) Some of the people I met them were good fun.

- 5) The tent what we borrowed was too small for the three of us.
- 6) A girl I talked to her recommended a great place to eat.

**5. Complete the article. Use relative pronouns:**

Jazz, 1) \_\_\_\_\_ is one of the most popular types of music in the world, began in the United States in the early twentieth century. It developed in the south of the country, 2) \_\_\_\_\_ many African Americans lived. It became popular in the 1920s, 3) \_\_\_\_\_ people could hear it on the radio.

Louis Armstrong, 4) \_\_\_\_\_ was a well-known singer and trumpet player, had a great influence on the development of jazz. Another important performer was Duke Ellington, 5) \_\_\_\_\_ band was one of the greatest jazz bands of all time.

Musicians in other countries began to play jazz and to change it, and soon different music styles began to develop around the world. For example, bossa nova, 6) \_\_\_\_\_ began in the late 1950s, is a combination of jazz and samba, the national music of Brazil.

**6. Join the sentences. Use an –ing clause or a past participle clause:**

- 0) Some police officers have found her phone. They were looking for the girl. ***The police officers looking for the girl have found her phone.***

- 1) A woman was injured in a car accident. She was cycling home.

A woman .....

- 2) A man appeared in court yesterday. He was accused of robbing an elderly woman.

A man .....

- 3) The plans have been rejected. They were proposed by a hotel chain.

The plans .....

- 4) Fans had to wait hours in a traffic jam. They were travelling to London.

Fans .....

5) Hundreds of people have died. They were infected by the virus.  
Hundreds of people .....

**7. Complete the e-mail. Use the correct form of the verbs in brackets:**

I had a great race, thanks. Here are some pictures 1) ..... (take) by Ben, of course! I like the one of me 2) ..... (finish) the best. It was tough, but the people 3) ..... (watch) were brilliant. They kept encouraging us. My parents were there at the end and they were the first 4) ..... (congratulate) me.

Some people wore costumes. There was one man 5) ..... (wear) a Mickey Mouse suit! One woman 6) ..... (run) near me had to stop because she hurt her foot, but she was the only person 7) ..... (hurt) herself. The organizers helped her very quickly. In fact, the support 8) ..... (provide) by the organizers was great.

Why don't you race with me next year? Running is the best way 9) ..... (get) fit!

## Unit 3

### Linking words and structures

#### 3.1. Adding and listing

These words have a similar meaning to *and*. Notice their different positions in a sentence:

– *also*: *She sings and she **also** plays the piano. They sell food and **also** clothes.*

– *too*. *Matt wants to come **too**. I'd like a sandwich and a cup of coffee **too**.*

– *as well (as)*: *We're going to Rome and Venice **as well**. She speaks German **as well as** French.*

– *plus*: *There are three cinemas **plus** a large theatre.*

*Both..... and, either.... or, neither... nor* add emphasis.

– *Both... and* link two similar ideas: ***Both** adults **and** children will enjoy this film. He knows **both** Mary **and** Peter very well.*

– *either... or* link two alternatives: *We're going to **either** France **or** Spain this year. We can **either** go to a restaurant **or** eat here.*

– *neither... nor* link two similar negative ideas: ***Neither** my mother **nor** my father went to university. The food was **neither** good **nor** cheap.*

We use *in addition, besides* or *what's more* to add another fact to what has already been mentioned. We use a comma after them: *The cafe offers good food. **In addition**, it offers computers with free Internet access. It's too cold to go out. **Besides**, I'm not feeling very well. It's a very interesting job. **What's more**, the pay is good.*

We use *firstly, secondly, finally*, etc. to list the points in an argument:  
***Firstly**, the new airport will be expensive. **Secondly**, it will cause pollution. **Finally**, it isn't necessary.*

### 3.2. Contrast

These words and phrases have a similar meaning to *but* and link two opposite or contrasting ideas. Notice the use of commas:

*Although, though, even though* (emphatic), *whereas* and *while* (formal) introduce a clause. This clause can come before or after the main clause:  
***Although/Though** the course was difficult, I enjoyed it. He's hopeless at tennis **even though** he plays every week! **Whereas/While** in the past the journey took four hours, now it takes just one. The north of the country is cold and wet, **whereas/while** the south is warm and dry.*

We can also use *though* at the end of a sentence in informal English:  
*He told everybody he'd got a job. It wasn't true, **though**.*

*However* can come at the beginning, in the middle or at the end of a sentence: *It's a terrible illness. **However**, doctors can now treat it. It's a very small university. The teaching, **however**, is excellent. That restaurant's very good. It's very expensive, **however**.*

*In spite of/Despite* + noun/pronoun and *in spite of/despite this* can come at the beginning or in the middle of a sentence: ***In spite of the rain**, we enjoyed ourselves. (= It was raining, but we enjoyed ourselves.) She's in a lot of pain, but **in spite of this**, she's always cheerful.*

### 3.3. Reason, cause, purpose and result

To introduce a reason or cause (to say why something happened), we use *because/ since/as* + clause. The clause can come before or after the main clause. We can also use *for* + clause in formal English, after a main clause. Notice the use of commas: *I went home **because** I was tired. As he lives near me, I see him quite often. He said nothing, **for** he knew she would not listen.*

We can also use *because of* or *due to* + noun to introduce a reason or cause: *We didn't enjoy the trip **because of** the bad weather. **Due to** flooding, the road is closed.*

To introduce a purpose (to say what we want to achieve), we use *so* or *so that* + clause: *I put my keys in my pocket **so (that)** I wouldn't forget them.*

To introduce a result or consequence, we use *so* + clause: *I was tired, **so** I went home.*

*Therefore, as a result* and *for this reason* have a similar meaning to *so*: *Most of the houses were made of wood. **As a result**, they burnt quickly. There have been a lot of burglaries in the area. Everyone should **therefore** remember to lock their doors. Rats can spread disease. They've always been feared **for this reason**.*

### 3.4. Manner: as if, as though, like

We use *as if* or *as though* + clause to say what something seems, *looks or feels like* to describe the way in which someone does something: *It **looks as if** it's going to rain. That meat **smells as though** it's burnt. Tom was **behaving as if** nothing had happened.*

We can use *like* + clause in the same way in informal English: *I **feel like** I haven't had any sleep. He **looked at me like** I was mad!*



### 3.5. Common linking expressions in speech

We use linking expressions in speech to add or contrast ideas, or for emphasis. Notice the use of commas. To give information a second time in a simpler, more direct way, we use *in other words*: *He didn't give all the facts to the committee. **In other words**, he lied.*

To change the subject, we use *by the way*, *anyway* or *anyhow*: *Oh, **by the way**, I saw Martin yesterday. **Anyway**, how are you?*

To quickly correct or explain something we have just said, we use *I mean*: *I gave it to Sam, **I mean** Kate. It all seems very strange. **I mean**, what was he doing there at that time of night?*

To add emphasis or to fill a pause in a conversation, we use *well*: ***Well**, I thought it was a good film. **Well**, I'm not sure.*

To emphasize that something is true or to disagree politely, we use *actually*: *He looks young, but he's **actually** 65. **Actually**, I don't agree with you.*

To express an opinion, we can use some adverbs at the beginning of a sentence, e.g. *luckily*, *fortunately*, *unfortunately*, *interestingly*, *surprisingly*, *apparently*, *obviously*, *honestly*, *amazingly*: ***Luckily**, no one was hurt. **Obviously**, it was a really frightening experience for him.*

#### 1. Circle the correct answer:

- 0) They sell books *also* / *too* / **as well as** newspapers.
- 1) I've brought two pairs of jeans *plus* / *too* / *also* a pair of shorts.
- 2) She's clever and *also* / *as well* / *too* very pretty.
- 3) We went to the castle and the museum *also* / *plus* / *too*.
- 4) *Both* / *Too* / *Either* the gym and the swimming pool will be closed on Monday.
- 5) He's brilliant at Maths and he's *too* / *as* / *also* very good at Economics.

- 6) My keys will *or / either / neither* be in my bag or on my desk.
- 7) Have you got a Renault? We've got one *too / plus / as well as*.
- 8) He told *neither / both / either* his friends nor his family.
- 9) Would you like some potatoes *plus / as well / either*?
- 10) We have classes for *also / both / either* beginners and intermediate students.

**2. Complete the articles. Use the words in the boxes:**

a)

finally	firstly	secondly	hat's more
---------	---------	----------	------------

The Internet has changed business in several ways. 1) ....., businesses can advertise to millions of people. 2)....., a lot of businesses can sell their products online. Communication is now easier because of e-mail, which is fast and reliable. 3) ....., it is much cheaper than the postal service. 4) ....., the Internet has changed the job market. Many jobs are no longer restricted to a particular place and so large companies can look all over the world for the most efficient and cheapest service.

b)

as well as	in addition	too
------------	-------------	-----

The Internet has changed the way we buy music 5) ..... . Instead of buying CDs, many of us download music from websites because it is quick, easy and cheap. 6)....., it is now easy to get different kinds of audio files from many websites. You can listen to interviews and news reports 7) ..... music on your computer or music player.

**3. Circle the correct answer:**

- 1) A: I'm really annoyed with her! She should have told me!

- B: I know. *Anyway / I mean*, did you have a good time at the festival?
- 2) A: I'll see you later.  
B: OK. I'll be back at eight thirty, *actually / I mean* seven thirty.
- 3) A: I never go by train as it's too expensive.  
B: *Actually / Anyhow*, it's quite cheap if you have a rail card.
- 4) A: It was too long, the story was boring and the dialogue sounded unnatural.  
B: *In other words / By the way*, it was awful!
- 5) A: I'm really tired, so I don't want to do much.  
B: That's OK. I'm tired too. Oh, *actually / by the way*, Tom phoned last night.
- 6) A: What are you doing tomorrow evening?  
B: *Well / By the way*, I'm going to a film, I think.
- 7) A: I don't know where he is.
- 8) B: No, I don't either. *In other words / Anyhow*, do you want to have a coffee?

**4. Circle the correct answer:**

- 1) Fewer young people watch TV now *because / because of* they spend more time on the Internet.
- 2) There are more TV channels now *due to / as* the growth of satellite and cable TV companies.
- 3) This show is very popular with young people *due to / since it's* about a group of friends who are at college together.
- 4) No one was surprised when she won the award *for / because of* she had given an amazing performance.
- 5) Lots of people don't go to the cinema *as / due to* they prefer renting DVDs.
- 6) Filming was delayed *because of / since* bad weather.

**5. Circle the correct answer:**

- 1) Some people say that mobile phones are bad for your health. *However / While*, general scientific opinion is that they are not dangerous.
- 2) Running is a great form of exercise. You shouldn't do too much at first, *despite / though*.
- 3) I think I did well in the exam *although / in spite of* my headache.
- 4) *Although / However* he eats a lot, he never puts on weight!
- 5) *Despite / However* the doctor's advice, she played in the match.
- 6) *In spite of / Even though* that exercise bike was very expensive, he bought it.
- 7) It's good to eat every three or four hours. Snacks, *however / whereas*, should be healthy ones such as fruit.

**6. Join the sentences. Use the words in brackets:**

- 0) Sam lives near me. I don't often see him. (**although**)  
*Although Sam lives near me, I don't often see him.*
- 1) I go to college here. Sam goes to college in London. (**whereas**)  
I go to college here, .....
- 2) He's older than me. We're good friends. (**though**)  
.....good friends.
- 3) He's got a car. He gets the train to London every day. (**even though**)  
He gets the train .....
- 4) Sam's very good at Maths. His twin brother is absolutely hopeless! (**while**)  
....., his twin brother is absolutely hopeless!
- 5) I like Biology. I'm not very good at it. (**although**)  
I like ..... very good at it.

**7. Complete the sentences. Use *as if* and the phrases in the box:**

I can do anything	it's going to rain	they're having a sale
someone's put perfume on it	you're enjoying your course	you haven't slept for days

- 1) I feel very confident! I feel .....
- 2) You don't look very well. You look .....
- 3) I'm glad you're happy. You sound .....
- 4) This pillow smells lovely. It smells .....
- 5) That shop's open. It looks .....
- 6) Look at those clouds. It looks.....

## Unit 4

### Prepositions

#### 4.1. Prepositions of place and movement

Here are some prepositions of place:

– *at* refers to a place where someone/something is: *You pay **at** the checkout This train stops **at** Hull. Tom's **at** the door. We live **at** number twenty-four.*

– *in* refers to the inside of a place, for example a room, town or container: *He's **in** the kitchen. We live **in** Brighton. The milk is **in** the fridge.*  
We also say: *I read it **in** a book/newspaper.*

– *on* is used when something is touching a surface: *The bread's **on** the table. There's a photo **on** the wall. She kissed her **on** the cheek.*

We also use *on* in these phrases: ***on** the left/right, **on** the first/second/top floor, **on** the other side of the road*

– Other prepositions of place include *near, beside, between, among, under, above* and *below*: *The hospital is **near** the station. (= not far away from) He was sitting **beside** me. (= at my side) Our office is **above** the hairdresser's. (= directly higher than) The kitchen is **below** my bedroom. (= under it)*

Here are some prepositions of movement:

– *to* and *towards* show movement in the direction of a place: *We drove **to** London. He ran **towards** the door.*

– *into* and *out of* show movement towards or away from the inside of something: *She jumped **into** the pool. He climbed **out of** the pool.*

– *onto* and *off* show movement towards or away from a surface: *The glass fell **onto** the floor. I took the photo **off** the wall.*

– Other prepositions of movement include *across, along, over, through, up* and *down*: *She walked **across** the street.* (= from one side to the other) *He walked **along** the pavement.* (= staying on the pavement) *She climbed **over** the fence.* (= across the top of) *He walked out **through** the door.* (= from one side to the other)

**at or in?** *Let's meet **at** the restaurant.* (= inside or outside) *Let's meet **in** the restaurant.* (= inside)

**arrive at or arrive in?** We arrive **in** a country, city or town, but we arrive **at** a building or other place: *The plane arrived **in** Madrid.* *We arrived **at** the airport.*

**on or in?** We travel **on** a train, bus or plane, but **in** a car: *I always read when I'm **on** the train.* *The journey takes an hour **in** a car.*

Compare: *Matt's **in** hospital.* (= He's ill.) *There are 200 beds **in** the hospital.* (= in the building) *She goes **to** college.* (= She's a student.) *We drove **to** the college.* (= to the building)

## 4.2. Prepositions of time

Here are the main prepositions of time:

– *at* is used with clock times, periods of time and to refer to somebody's age: ***at** nine* ***at** lunchtime* ***at** night* ***at** the weekend* ***at** the age of 23*

– *in* is used: with parts of the day, months, seasons, years and centuries: ***in** the morning* ***in** May* ***in** the summer* ***in** 2005* ***in** the 19<sup>th</sup> century*

– to talk about things that will happen at the end of a period of time: *I'll be back **in** an hour/ **in** a week/ **in** a few minutes.*

– to refer to the length of time something takes: *I read the book **in** four hours.* *We got back **in** twenty minutes.*

– *on* is used with days and dates: ***on** Monday* ***on** 12<sup>th</sup> October*

***on** Saturday afternoon   **on** New Year's Day   **on** weekdays*

Here are some more prepositions of time:

- *before*: Call me **before** ten o'clock,
- *after*: I'll see you **after** the match.
- *by* (= not later than): We must leave **by** six.
- *since* (a point in time): We've been here **since** Thursday.
- *for* (a period of time): We waited **for** an hour.
- *during* (= all through or at some point in a period of time): I shared a flat **during** my stay in London. I fell asleep **during** the play.
- *until/till* (a point in time): We'll work **until** six o'clock and then we'll go home.
- *from...* (a time) *to/until/till...* (a time): The library is open **from** nine **to** five.
- *past* (a point in time): It's **past** midnight!
- *through* (a period of time): They worked **through** the night.

Compare *during* and *for*: We rented a cottage **for** the summer, (tells us how long) He fell ill **during** the summer, (tells us when: at some point in time). We had wonderful weather **during** the summer. (= all through the summer)

We don't use prepositions before *every*, *last*, *next* or *this*: We meet **every Saturday**. (Not ~~*on every Saturday*~~)



### 4.3. Prepositional phrases

Here are some common prepositional phrases:

<b>at</b>	at first, at home/work/school/college, at last, at once, at present, at times, at <b>the</b> moment
<b>by</b>	by accident/chance, by car/bus/train, by cheque/credit card, by heart, by mistake
<b>for</b>	for sale, for hire, for rent
<b>from</b>	from memory, from now on, from time to time
<b>in</b>	in advance, in bed, in cash, in danger, in general, in time, in use, in <b>a</b> hurry, in <b>a</b> mess, in <b>the</b> end
<b>on</b>	on business, on fire, on foot, on holiday, on purpose, on TV, on time, on <b>a</b> diet, on <b>the</b> phone, on <b>the</b> way, on <b>the</b> whole
<b>out of</b>	out of breath, out of control, out of date, out of order
<b>under</b>	under control, under discussion

We say *in cash* but *by cheque /credit card*: *Would you like to pay **in cash** or **by cheque**?*

We say *on purpose* but *by accident/chance*: *He was late **on purpose**.*

*I met Anna **by chance**.*

Compare *on time* and *in time*: *The train arrived **on time**.* (= at the correct time). *We got to the station **in time** to catch our train.* (= early enough)

#### 1. Complete the sentences. Use prepositions of place:

- 0) Can I write ...**on**..... this piece of paper or do you need it for something?
- 1) I can't find my keys. I thought they were ..... my bag.
- 2) I live ..... my college, so I can walk there in five minutes.

- 3) Who lives ..... number fifteen?
- 4) I've put your magazines ..... your bedroom.
- 5) Have you ever been to the National Gallery ..... London?
- 6) They're waiting for us ..... the exit.
- 7) N comes ..... M and O in the English alphabet.
- 8) Jenny's flat is ..... the third floor. I live ..... her, .....  
the second floor.
- 9) The cinema's ..... the other side of town.
- 10) There was a good article about the music industry ..... the  
newspaper.

**2. Circle the correct answer:**

- 1) We had some coffee on / *in* the train.
- 2) We arrived *in* / *at* Leeds at half past six.
- 3) Last time we went to Leeds, we went *in* / *on* my car, but I haven't got it  
any more.
- 4) Nick arrived *in* / *at* the theatre before us.
- 5) Luke lives near *university* / *the university*.
- 6) Kate was going to come with us, but her mother had to go into *hospital* /  
*the hospital*.
- 7) Nick took her to *hospital* / *the hospital* to visit her mother.

**3. Complete the article. Use *at*, *in* or *on*:**

Wolfgang Amadeus Mozart was born 1) ..... 27<sup>th</sup> January 1756 in Salzburg, Austria. His father was a musician and he began teaching him to play the keyboard and violin when he was very young. Wolfgang was a fast learner: he learnt his first piece 2) ..... half an hour!

Mozart began to compose his own music 3) ..... the age of five. When he was six, he began touring Europe with his family. 4) ..... the 18<sup>th</sup> century,

there were many different rulers in Europe and musicians used to visit them all. The young Mozart astonished everyone with his musical gifts.

5) ..... 1781, Mozart settled in Vienna and 6) ..... August 1782 he married Constanze Weber. They had six children, but four died as babies. Mozart himself died 7)..... 5<sup>th</sup> December 1791, but he left behind more than 600 compositions.

**4. Circle the correct answer:**

- 1) I get up early - / *on* / *in* every day and go running.
- 2) I have a shower - / *before* / *after* my run and then I go to college.
- 3) I often go swimming - / *in* / *at* lunchtime.
- 4) The sports centre should be open now. It's *past* / *from* / *by* eight o'clock.
- 5) Do you want to play tennis with me - / *at* / *on* this weekend?
- 6) I haven't played tennis *for* / *after* / *since* last summer.
- 7) I'll have more free time - / *in* / *by* a few weeks.
- 8) I've got to be fit - / *for* / *by* April because I want to run the marathon then.
- 9) I'm going to train hard *during* / *until* / *by* the marathon and then I'll relax.

**5. Complete the sentences. Use prepositions:**

- 0) Nina's ...**on**... holiday with her sister. She'll be back on Saturday.
- 1) The house next to ours is ..... sale. Our neighbours are moving to London in September.
- 2) I must tidy my room today. It's ..... an awful mess!
- 3) You can only get there ..... foot, I'm afraid.
- 4) This photocopier is ..... order, so you'll have to use the one on the second floor.
- 5) I know this poem because I had to learn it ..... heart when I was at school.

- 6) He didn't like his job much ..... first, but now he says he loves it.
- 7) I've decided that ..... now on I'm not going to watch so much television.
- 8) It was really frightening! I'd never been ..... danger before.
- 9) I bought the wrong size ..... mistake, so I'll have to take them back.
- 10) Our street can be noisy, but ..... the whole it's very peaceful.

**6. Complete the e-mail. Use *during* or *for*:**

I'm enjoying this year of my course a lot. 1)..... the first two years, we had to cover a lot of different areas, but this year we're allowed to specialize. Last year I worked for a company that made computer games 2) ..... six weeks and I've decided to specialize in that. I'd like to work for a company 3) .....a few years and then start my own business. We've learnt quite a lot about business management 4) ..... the course, so I think I could do it. When are you coming to London? It would be really nice to see you! Some relatives are coming to stay 5)..... a week in March and I won't be free 6) ..... their visit, but I'll be free the rest of the time. Tell me when you're coming and we can arrange something.

**7. Complete the conversations. Use prepositions and the words in the box:**

accident	a hurry	cash	credit card	purpose	the way	time (x2)
----------	---------	------	----------------	---------	---------	-----------

A: Shall we stop for a coffee 1)..... to the coach station?

B: No, I don't want to be late. The coaches always leave 2)..... . If we're two or three minutes late, we'll miss ours.

A: OK.

---

A: Do you think Joe dropped Ben's camera in the water 3) ..... ?

B: No. I think it happened 4) ..... Joe slipped on some wet rocks and dropped the camera when he fell.

---

A: You looked as if you were 5) ..... when I saw you yesterday. You were walking really fast.

B: Yes. I wanted to get home 6) ..... to have a shower before I went out again.

---

A: Can I pay 7) ..... ?

B: No, I don't think they take cards. You have to pay 8) ..... .

## Unit 5

### Word formation

#### 5.1. Compound adjectives

We can form compound adjectives with:

<b>adjective/adverb</b>	a <b>good-natured</b> man <b>old-fashioned</b> clothes
<b>+past participle</b>	a <b>well-known</b> artist   a <b>badly-behaved</b> child the <b>best-dressed</b> woman
<b>adjective/adverb</b>	a <b>best-selling</b> book   a <b>fast-moving</b> story
<b>+ing form</b>	a <b>good-looking</b> man   a <b>long-running</b> argument
<b>adjective + noun</b>	a <b>low-fat</b> diet   a <b>modern-day</b> problem   a <b>second-hand</b> car <b>small-scale</b> changes <b>high-tech</b> equipment

#### 5.2. Forming adjectives

We often add these suffixes to verbs and nouns to form adjectives:

<b>- able/- ible</b>	enjoy <b>able</b> comfortable   acceptable   accessible
<b>- al</b>	natural   professional   traditional   environmental
<b>- ent/- ant</b>	dependent   different   pleas <b>ant</b> resist <b>ant</b>
<b>- ful</b>	care <b>ful</b> hope <b>ful</b> pain <b>ful</b> stress <b>ful</b> use <b>ful</b>
<b>- less</b>	care <b>less</b> hope <b>less</b> fear <b>less</b> pain <b>less</b> use <b>less</b>
<b>- ic/- ical</b>	artist <b>ic</b> scient <b>ific</b> biolog <b>ical</b> psycholog <b>ical</b>
<b>- ish</b>	child <b>ish</b> fool <b>ish</b> self <b>ish</b> styl <b>ish</b>
<b>- ive</b>	attract <b>ive</b> creat <b>ive</b> progress <b>ive</b> product <b>ive</b>
<b>- ous</b>	danger <b>ous</b> famo <b>us</b> myster <b>ious</b> luxur <b>ious</b>
<b>- y</b>	health <b>y</b> scar <b>y</b> sport <b>y</b> dirt <b>y</b> cloud <b>y</b> luck <b>y</b>

Adjectives ending in **-ed** describe how someone feels. Adjectives ending in **-ing** describe what something is like. Compare: *I was **interested** in his ideas. His ideas were **interesting**.*

Notice the changes in spelling: *forgive – **forgivable** beauty – **beautiful** mystery – **mysterious** hunger – **hungry** science – **scientific***

### 5.3. Forming nouns

We often add these suffixes to verbs and adjectives to form nouns:

- **ance**     performance   importance
- **ence**     independence   patience
- **ion**       introduction   imagination   competition   depression   division
- **ment**     agreement   employment   encouragement   improvement
- **ness**     happiness   illness   kindness   meanness   nervousness
- **y**          loyalty   sensitivity   responsibility   psychiatry
- **th**         warmth   length   depth

Nouns with these suffixes refer to a person:

- **ant**       assistant
- **ent**       student
- **er/-or**   singer   painter   writer   actorsculptor
- **ist**        artist   novelist   scientist   tourist
- **ian**        musician   comedian

Notice the changes in spelling: *reduce – reduction mean – meanness happy – happiness responsible – responsibility deep – depth*

**1. Complete the sentences. Use the words in the box:**

best	fast	low	modern	newly	ready
------	------	-----	--------	-------	-------

- 1) This beautiful photo album is the perfect gift for a .....- married couple.
- 2) Our .....- fat sauces have plenty of flavour but not calories!
- 3) Get three of our .....- selling CDs for the price of two!
- 4) For a new view of .....- day relationships, watch this funny, intelligent film.
- 5) A new, .....- moving adventure story from Frederick Forsyth.
- 6) Try our new .....- made meals!

**2. Complete the sentences. Use negative prefixes (un-, dis-, il-, im-, in-, etc.):**

- 1) A lot of the information in this article is .....accurate.
- 2) Some journalists like finding out all kinds of .....relevant details about famous people, like what they eat for breakfast.
- 3) A journalist was jailed for using ....legal methods to obtain personal information about members of the government.
- 4) The two politicians agree in public, but journalists say that in private they ...agree with each other about everything.
- 5) Some famous actors never give interviews because they think they will always be ...understood.
- 6) He never hides his ...patience with journalists.

**3. Complete the sentences. Use the correct form of the words in brackets (you need to form adjectives):**

- 1) I felt very....., but I didn't say anything. (**anger**)
- 2) My glasses are .... at the moment – one of the lenses is broken. (**use**)
- 3) His plans for next year sound really..... . (**excite**)



- 4) We had a really ..... game. (**enjoy**)
- 5) They make clothes that are ....., cheap and comfortable. (**style**)
- 6) We were all ..... when we heard the news. (**amaze**)

**4. Complete the conversation. Use the correct form of the words in brackets (you need to form nouns):**

A: She's a very good 1)..... (piano). She won a piano 2)..... (compete) last year. I saw her 3) ..... (perform). It was fantastic! She's a 4)..... (study) at the London College of Music now.

B: Really? How wonderful! Is her family musical?

A: Her father's a 5)..... (music). He's always given her a lot of help and 6)..... (encourage).

**5. Circle the correct answer:**

- 1) The badly-..... people were taken to hospital immediately.  
a) injured    b) affected    c) behaved    d) managed
- 2) This exhibition includes some of Monet's well-..... paintings.  
a) dressed    b) behaved    c) known    d) paid
- 3) Do you know anywhere I can buy a second-.....computer?  
a) hand    b) hands    c) handed    d) handing
- 4) Obviously, you have to be very good-..... to be a model.  
a) dressed    b) built    c) moving    d) looking
- 5) Small-..... radio stations can give people a voice in their community.  
a) area    b) scale    c) shape    d) style
- 6) He's always been extremely stylish and has been in the top ten of the best-..... actors for years.  
a) dress    b) dressed    c) look    d) looked
- 7) Hundreds of new companies have been formed in this fast-..... industry.  
a) running    b) stepping    c) increasing    d) growing

## Unit 6

### Words that go together

#### 6.1. Adjective/Noun + preposition

We use a preposition after some adjectives and nouns.

Some common prepositions used after adjectives are: **of**: *afraid/ashamed of something* **at**: *good/bad/brilliant at something* **about**: *happy/upset about something* **with**: *bored/pleased with something*

Some common prepositions used after nouns are: **of**: *the beginning of something* **for**: *the reason for something* **with**: *a conversation with someone* **about**: *a discussion about something* **to**: *a reaction to something* **in**: *an increase/decrease in something*

Sometimes more than one preposition is possible, with a change in meaning: *I was **angry about** the broken window. She was **angry with** Mike. Lisa and her husband were having an **argument about** the children. Lisa had an **argument with** Bill.*

After a preposition, we use the **-ing** form of a verb: *I'm **worried about** failing my exam. He isn't very good at spelling.*

#### 6.2. Verb + preposition

We use a preposition after some verbs. Some common prepositions that we often use after verbs are: **about, for, from, on, to** and **with**.

The pattern is *verb (+ object) + preposition + noun/pronoun*: *That car belongs to him .She complained about the food. He accused me of stealing.*

Sometimes more than one preposition is possible after the same verb, with a change in meaning: *I agree **with** you.* *We **agreed on** a plan.* *I **apologised to** Mike.* *I **apologised for** being late.*

Some combinations of *verb + preposition* have an idiomatic meaning: *I **take after** my mother.* (= I'm like my mother.)

### 6.3. Phrasal verbs

A phrasal verb is a combination of *verb + adverb* (*in, out, up, etc.*). The combination often has a new, idiomatic meaning.

Intransitive phrasal verbs have no object: *We **arranged a party**, but no one **turned up**.* *They're worried that war will **break out**.*

Transitive phrasal verbs have an object. If the object is:

- *a noun*, it can come before or after the adverb: *We'll **sort out the problem**.* *We'll **sort the problem out**.*
- *a pronoun*, it comes before (not after) the adverb: *We'll **sort it out**.*

### 6.4. Phrasal-prepositional verbs

A phrasal-prepositional verb is a combination of *verb + adverb + preposition*: *I'm **looking forward to** the meal.* *We **came up with** some good ideas.* *I must **get back to** work.* *I can't **put up with** this noise any longer!*

The object always comes after the adverb and preposition: *Do you **get on with Sam**?* *Do you **get on with him**?*

**1. Complete the sentences with *in, into, out or out of*:**

- 1) I've got a new flat. I'm moving .....on Friday.
- 2) Sally walked to the edge of the pool, dived ..... and swam to the other end.
- 3) As soon as we arrived at the hotel, we checked .....
- 4) The car stopped and the driver got .....
- 5) Thieves broke ..... the house while we were away.
- 6) Why did Sarah drop ..... college? Did she fail her exams?

**2. Complete each sentence using a verb from A (in the correct form) + a word from B. You can use a word more than once:**

**A**

<i>fly</i>	<i>get</i>	<i>go</i>	<i>look</i>
<i>sit</i>	<i>speak</i>		

**B**

<i>away</i>	<i>by</i>	<i>down</i>	<i>on</i>
<i>out</i>	<i>round</i>	<i>up</i>	

- 1) The bus was full. We couldn't .....
- 2) I've been standing for the last two hours. I'm going to ..... for a bit.
- 3) A cat tried to catch the bird, but it ..... just in time.
- 4) We were trapped in the building. We couldn't .....
- 5) I can't hear you very well. Can you ..... a little?
- 6) 'Do you speak German?' 'Not very well, but I can .....
- 7) House prices are very high. They've ..... a lot in the last few years.
- 8) I thought there was somebody behind me, but when I ....., there was nobody there.

**3. Complete the sentences using a word from A and a word from B. You can use a word more than once:**

A			B		
<i>away</i>	<i>back</i>	<i>forward</i>	<i>at</i>	<i>through</i>	<i>to</i>
	<i>in</i>	<i>up</i>		<i>with</i>	

- 1) You're walking too fast. I can't keep .....you.
- 2) My holidays are nearly over. Next week I'll be ..... work.
- 3) We went ..... the top floor of the building to admire the view.
- 4) Are you looking ..... the party next week?
- 5) There was a bank robbery last week. The robbers got ..... £50,000.
- 6) I was sitting in the kitchen when suddenly a bird flew ..... the open window.

**4. Complete the sentences using the following verbs + it / them / me:**

<i>fill in</i>	<i>get out</i>	<i>give back</i>	<i>switch on</i>	<i>take off</i>	<i>wake up</i>
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- 1) They gave me a form and told me to ..... !
- 2) I'm going to bed now. Can you..... at 6.30?
- 3) I've got something in my eye and I can't .....
- 4) I don't like it when people borrow things and don't .....
- 5) I want to use the kettle. How do I .....?
- 6) My shoes are dirty. I'd better.....before going into the house.

**5. Complete the sentences. Use the word in brackets in the correct form + in / out + an appropriate pronoun (if it's necessary):**

- 1) A: The fridge isn't working.

B: That's because you haven't ..... . **(plug)**

2) A: What do I have to do with these forms?

B: ..... and send them to this address. **(fill)**

3) A: I've made a mistake in this form.

B: That's all right. Just..... and correct it. **(cross)**

4) A: Did you believe the story they told you?

B: Yes, I'm afraid they completely..... **(take)**

5) A: Have you been to that new club in Bridge Street?

B: We wanted to go there a few nights ago, but the doorman wouldn't  
..... because we weren't members. **(let)**

**6. Complete the conversation. Use the correct form of the phrasal verbs in the box:**

break down	carry on	get back	get up	go out	lie down	stay in
---------------	----------	----------	--------	--------	----------	---------

A: Do you want to 1) ..... tonight? Shall we go to the cinema?

B: I think I'd prefer to 2) ..... I feel quite tired. The car 3) .....  
on the way home last night, so I 4) ..... very late and then I had  
to 5) ..... early this morning.

A: Oh. Well, I'll 6) ..... watching my DVD if we're not  
going out.

B: OK. I'm going to 7) ..... now and have a rest.

**7. Re-write the sentences. Use the correct form of the verbs in brackets:**

0) Could you find the answer to it? **(work)**

Could you **work it out**?

1) Did you invent it? **(make)**

Did you .....?

- 2) We had to cancel the performance. **(call)**  
We had to .....
- 3) Shall I put these old pens in the bin? **(throw)**  
Shall I .....?
- 4) Why didn't they include her? **(leave)**  
Why did they .....?
- 5) I haven't completed my form yet. **(fill)**  
I haven't .....
- 6) Who started talking about it? **(bring)**  
Who .....?
- 7) Michael arrived at seven thirty. **(turn)**  
Michael .....
- 8) I put her name on a piece of paper. **(write)**  
I .....

**8. Complete the conversation. Use the correct form of the phrasal-prepositional verbs in the box:**

cut down on	get back to	get out of	run out of
get on with	look forward to	put up with	

A: When's your play?

B: Next week! I 1) ..... really ..... it. It's going to be good!

A: Did you make your costume yourself?

B: No, I didn't. Luckily, I managed to 2) ..... that! Amy made it. It's not very comfortable, but I'll have to 3) ..... it. It's too short as well as we 4)..... material! And it's a bit tight. I must have put on weight.

A: You'll have to 5) ..... cakes for a couple of weeks.

B: I know!

A: What are the other people in the play like? Are they nice?

B: Yes, I 6) ..... them very well. We have a lot of fun. Anyway, I'd better 7) ..... college. I have to finish an essay.



## Unit 7

### Pronouns

#### 7.1. Reflexive pronouns

Object pronouns	me	you	him	her	it	us	them
Reflexive pronouns	myself	yourself yourselves	himself	herself	itself	ourselves	themselves

We use reflexive pronouns for actions we do to **ourselves**, not to someone else. *Compare: / hurt him. (= someone else) / hurt myself. (Not / hurt me.)*

A reflexive pronoun can come after a verb or a preposition:

*He cut himself. We introduced ourselves. I bought a present for myself.*

Some verbs are followed by a reflexive pronoun to form an idiom or expression: **Help yourselves to food. Behave yourself! Did you enjoy yourself?**

We can use a reflexive pronoun to emphasize the noun before it:

*We met the Queen herself. Did you see the manager himself?*

If the pronoun refers to the subject, it can come at the end of the sentence:

*The President himself opened the conference. The President opened the conference himself.*

Notice the difference between **(my)self** and **each other/one another**:

*Sam and Jess only care about themselves. (= Sam – Sam, Jess – Jess)*

*Sam and Jess care about each other/one another. (= Sam – Jess, Jess – Sam)*

## 7.2. (Of/on) my own, by myself

We use *(of) my own, (of) your own*, etc. to show that something belongs to someone and no one else: *Have you got **your own** phone? I want a home **of my own**.*

We can also use *my own, your own*, etc. to show that we do something ourselves: *They grow **their own** vegetables. (= They grow them themselves.) I can find **my own** way home.*

*On my own, on our own*, etc. and *by myself, by ourselves*, etc. mean 'alone, with no one else there, or no one else helping': *My grandmother lives **on her own/by herself**. We spent two days there **on our own/by ourselves**.*

## 7.3. Something, anything, etc.

People	somebody/ someone	anybody/ anyone	nobody/ no one	everybody/ everyone
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

We use *somebody/someone, something* and *somewhere* in affirmative sentences and in requests or offers: ***Somebody** phoned earlier. Can we go **somewhere** to talk? Would you like **something** to eat?*

We use *anybody/anyone, anything* and *anywhere* in negative sentences and questions: *Is **anyone** else here? There isn't **anything** to eat. I can't find the key **anywhere**.*

We use *nobody/no one, nothing* and *nowhere* with affirmative verbs: ***No one** answered the door. There's **nothing** interesting to do! There was **nowhere** to park.*

**Everybody / everyone, everything** and **everywhere** contain the meaning of all or every: Where is **everyone**? We'll do **everything** possible to help. I've looked **everywhere** for my bag!

We use a singular verb after **somebody, everybody**, etc.: **Everybody's** happy. But if we refer back to **somebody, everybody**, etc., we use **they, them, their** or **themselves**: **Everybody** has a favourite place where **they** like to go. **Someone's** left **their** coat in my car. **Everybody's** enjoying **themselves**.

## 7.4. One, ones, another, other

We can use **one** or **ones** to avoid repeating a noun: *I don't like this bag, but I like the brown **one**. I don't like these shoes, but I like the black **ones**.*

We use **another** + singular noun / **one** to mean '**one more**' or '**a different one**': *Would you like **another** biscuit? She wants to get **another** job. These biscuits are nice. Can I have **another one**? This glass is dirty. Could you bring me **another one**, please?*

We can use (**the/my/your**, etc.) **other** + singular or plural noun / **one/ones** to talk about different people and things that we've already mentioned: *We crossed to the **other** side of the road. Where are your **other** friends? I've found one shoe, but I can't find the **other one**.*

We can use **another** and **other** without a noun: *We don't like our room. We're going to ask for **another**. Here's one sock. Where's the **other**?*

The **others** means 'the other people or things': *Shall we wait here for the **others**? (= the other people)*

### 1. Complete the sentences. Use reflexive pronouns:

- 0) How did you cut .....**yourself**.....?
- 1) Mr. Blake introduced ..... and then began the lecture.
- 2) I felt very ashamed of .....

- 3) Did you and Kate take all these photos .....?
- 4) The Queen ..... planted this tree.
- 5) I hope they'll behave ..... at the restaurant.
- 6) My mobile phone turns ..... off after a few minutes.

**2. Complete the sentences. Use (on) my own, (on) your own, etc:**

- 0) Did you design .....**your own**..... website?
- 1) My sister and I make a lot of ..... clothes.
- 2) She's just moved into ..... flat.
- 3) Do you want to do it ..... or do you want some help?
- 4) One day, I'd like to have ..... restaurant.
- 5) My mother takes my brother to school because he isn't old enough to go
- 6) Some people like living ..... but I'd hate it.
- 7) I think she's unhappy because she spends too much time .....
- 8) They've got ..... car now.
- 9) He has to cook ..... meals.
- 10) We walked home .....

**3. Complete the blog entry. Use my/your own or by myself/yourself, etc.:**

For the first three nights, Jack and I camped (0) .....**by ourselves**..... Jack's got (1) ..... tent, but it isn't big enough for two people, so we had to borrow one from a friend. On the first day, Jack went for a walk (2) ..... and I went into town to do some shopping. I wanted to get some food and also get (3) ..... torch. Jack had one, but it wasn't very good. On Wednesday, we moved to a campsite. There were two other boys of (4) ..... age there. They were travelling (5) ..... too. In the evening, one of them played the guitar and sang for us. He and his friends have got (6) ..... band in Glasgow and we're going to see them next month.

**4. Circle the correct answer:**

- 0) Did somebody / anybody notice that Luke wasn't at the meal?
- 1) *No one* / *Anyone* asked about him.
- 2) Nobody from our group *was* / *were* there.
- 3) There *was* / *were* somebody from Tom's drama group.
- 4) Tom told me *something* / *anything* about Hayley, but now I can't remember it.
- 5) I haven't seen *nobody* / *anybody* today.
- 6) Everyone *is* / *are* at home with his / their family.
- 7) I'm very tired, so I don't want to go *somewhere* / *anywhere*.
- 8) *There's* / *isn't* nothing on television.
- 9) Shall we do *something* / *anything* together tomorrow?
- 10) I'd like to have a really good pizza, but *nowhere* / *anywhere* here has good pizzas!

**5. Complete the conversations. Use someone, something, etc.:**

A: Let's go (0) ....*somewhere*..... new next week.

B: (1) ..... says that the Xscape Leisure Centre's really good.

A: OK. Let's go there. There's (2) ..... to do here. It's really boring!

B: OK.

A: Would you like (3) ..... to drink? Some water or juice?

B: Some juice, please.

A: Oh, there isn't any juice. (4) ..... 's finished the last carton, I'm sorry.

A: Did you buy (5) ..... in town?

B: Just some batteries. I wanted a DVD, but I couldn't find it (6) ..... . And I looked at some trainers in Super Sports, but they were too expensive.

A: (7) ..... in that shop's expensive. I never buy (8) ..... there.

**6. Circle the correct answer:**

- 0) I'm going to take my new CD player back and ask for another / other one.
- 1) If I can't find the box that it came in, I'll put it in *another* / other.
- 2) The *another* / other things I bought from them were fine.
- 3) My *another* / other CD player broke a few weeks ago.
- 4) I chose this one because the *another* / other one was too expensive.
- 5) One of the buttons works, but the *another* / others don't.
- 6) The *another* / other problem is that the headphones don't fit.
- 7) I'm not sure I want *another* / other one that's the same as this one.
- 8) I might go to *another* / other shop to compare prices.

**7. Complete the letter. Use one, ones, other, others or another:**

I'm writing to express my objections to the plan for a car park near the river.

My first objection is that we have three car parks, so we do not need another (0) .....**one**..... . The (1) ..... near the supermarket are often empty and the (2) ..... one is never full.

My second objection is that this area is an important green space within the town. We don't have (3) ..... place where we can walk by the river.

I would like to make two suggestions for this area. The first is to make it into a nature reserve. There are a lot of trees on this side of the river, and on the (4) ..... side there is a field with rare orchids. The whole area is home to a lot of birds and (5) ..... wildlife.

My second suggestion is to build a footbridge over the river near Perry Path, about 500 metres away from the (6) ..... at Mill Lane. If we had (7) ..... footbridge, more people would walk into town and wouldn't use their cars. This would benefit the town and would mean that a fourth car park would not be necessary. The (8) ..... would provide plenty of parking.

## Unit 8

### Appendices

#### 8.1. List of irregular verbs

<i>infinitive</i>	<i>past simple</i>	<i>past participle</i>
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (burned)	burnt (burned)
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt (dreamed)	dreamt (dreamed)

drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left



lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn /sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung

sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## 8.2. Verb forms

<i>Present simple</i>		
<b>Affirmative</b>	I/you/we/they <b>eat</b>	He/she/it <b>eats</b>
<b>Negative</b>	I/you/we/they <b>don't eat</b>	He/she/it <b>doesn't eat</b>
<b>Question</b>	<b>Do</b> I/you/we/they <b>eat</b> ?	<b>Does</b> he/she/it <b>eat</b> ?

<i>Present continuous</i>			
<b>Affirmative</b>	<b>I'm eating</b>	<b>You/we/they're eating</b>	<b>He/she/it's eating</b>
<b>Negative</b>	<b>I'm not eating</b>	<b>You/we/they aren't eating</b>	<b>He/she/it isn't eating</b>
<b>Question</b>	<b>Am I eating?</b>	<b>Are you/we/they eating?</b>	<b>Is he/she/it eating?</b>

<i>Past simple</i>	
<b>Affirmative</b>	I/you/he/she/it/we/they <b>ate</b>
<b>Negative</b>	I /you/he/she/it/we/they <b>didn't eat</b>
<b>Question</b>	<b>Did</b> I /you/he/she/it/we/they <b>eat</b> ?

<i>Past continuous</i>		
<b>Affirmative</b>	I/he/she/it <b>was eating</b>	You/we/they <b>were eating</b>
<b>Negative</b>	I/he/she/it <b>wasn't eating</b>	You/we/they <b>weren't eating</b>
<b>Question</b>	<b>Was</b> I/he/she/it <b>eating?</b>	<b>Were</b> you/we/they <b>eating?</b>

<i>Present perfect</i>		
<b>Affirmative</b>	<b>I/you/we/they've eaten</b>	<b>he/she/it's eaten</b>
<b>Negative</b>	<b>I/you/we/they haven't eaten</b>	<b>he/she/it hasn't eaten</b>
<b>Question</b>	<b>Have I/you/we/they eaten?</b>	<b>Has he/she/it eaten?</b>

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<i>Present perfect continuous</i>		
<b>Affirmative</b>	<b>I/you/we/they've been eating</b>	<b>He/she/it's been eating</b>
<b>Negative</b>	<b>I/you/we/they haven't been eating</b>	<b>He/she/it hasn't been eating</b>
<b>Question</b>	<b>Have I/you/we/they been eating?</b>	<b>Has he/she/it been eating?</b>

<i>Past perfect</i>	
<b>Affirmative</b>	<b>I/he/she/it/you/we/they'd eaten</b>
<b>Negative</b>	<b>I/he/she/it/you/we/they hadn't eaten</b>
<b>Question</b>	<b>Had I/he/she/it/you/we/they eaten?</b>

<i>be going to</i>			
<b>Affirmative</b>	<b>I'm going to eat</b>	<b>He/she/it's going to eat</b>	<b>You/we/they're going to eat</b>
<b>Negative</b>	<b>I'm not going to eat</b>	<b>He/she/it isn't going to eat</b>	<b>You/we/they aren't going to eat</b>
<b>Question</b>	<b>Am I going to eat?</b>	<b>Is he/she/it going to eat?</b>	<b>Are you/we/they going to eat?</b>

<i>will</i>	
<b>Affirmative</b>	I/he/she/it/you/we/they <b>'ll</b> eat
<b>Negative</b>	I/he/she/it/you/we/they <b>won't</b> eat
<b>Question</b>	<b>Will</b> I/he/she/it/you/we/they eat?

<i>Future continuous</i>	
<b>Affirmative</b>	I/he/she/it/you/we/they <b>'ll be</b> eating
<b>Negative</b>	I/he/she/it/you/we/they <b>won't be</b> eating
<b>Question</b>	<b>Will</b> I/he/she/it/you/we/they <b>be</b> eating?

<i>Future perfect</i>	
<b>Affirmative</b>	I/he/she/it/you/we/they <b>will have</b> eaten
<b>Negative</b>	I I/he/she/it/you/we/they <b>won't have</b> eaten
<b>Question</b>	<b>Will</b> I/he/she/it/you/we/they <b>have</b> eaten?

<i>Future in thepast</i>		
<b>Affirmative</b>	I/he/she/it <b>was going to</b> eat	You/we/they <b>were going to</b> eat
<b>Negative</b>	I/he/she/it <b>wasn't going to</b> eat	You/we/they <b>weren't going to</b> eat
<b>Question</b>	<b>Was</b> I/he/she/it <b>going to</b> eat?	<b>Were</b> you/we/they <b>going to</b> eat?

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